

Batesburg-Leesville Middle

425 Shealy Road
Batesburg-Leesville, SC 29006

Grades	6-8 Middle School	
Enrollment	574 Students	
Principal	Bert Smith	803-532-3831
Superintendent	Dr. William Gummerson	803-532-4423
Board Chair	Randy Fox	803-532-4284

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	20	22	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	No
2005	Below Average	Unsatisfactory	No

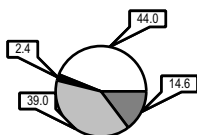
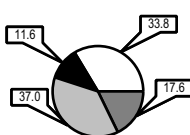
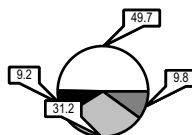
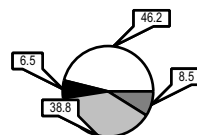
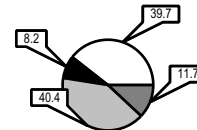
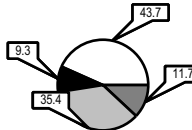
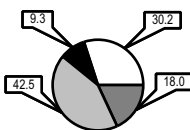
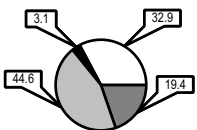
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	560	100.0	44.0	39.0	14.6	2.4	24.8	Yes	Yes
Gender									
Male	301	100.0	48.3	39.1	11.2	1.4	20.7		
Female	259	100.0	38.9	38.9	18.6	3.6	29.6		
Racial/Ethnic Group									
White	303	100.0	31.6	41.2	23.5	3.7	36.4	Yes	Yes
African American	246	100.0	59.2	36.3	3.8	0.8	10.4	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	444	100.0	34.7	44.4	17.9	3.0	29.8		
Disabled	116	100.0	80.2	18.0	1.8	0.0	5.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	560	100.0	44.0	39.0	14.6	2.4	24.8		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	554	100.0	43.9	38.9	14.7	2.4	24.8		
Socio-Economic Status									
Subsidized meals	343	100.0	56.1	36.7	6.7	0.6	13.6	No	Yes
Full-pay meals	217	100.0	25.1	42.7	27.0	5.2	42.2		

Mathematics – State Performance Objective = 36.7%									
All Students	560	100.0	33.8	37.0	17.6	11.6	38.8	Yes	Yes
Gender									
Male	301	100.0	36.1	36.4	16.0	11.6	37.1		
Female	259	100.0	31.2	37.7	19.4	11.7	40.9		
Racial/Ethnic Group									
White	303	100.0	25.5	35.0	21.4	18.0	51.0	Yes	Yes
African American	246	100.0	45.0	38.8	12.5	3.8	23.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	444	100.0	23.3	41.9	20.7	14.2	46.5		
Disabled	116	100.0	74.8	18.0	5.4	1.8	9.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	560	100.0	33.8	37.0	17.6	11.6	38.8		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	554	100.0	34.1	36.9	17.5	11.5	38.7		
Socio-Economic Status									
Subsidized meals	343	100.0	42.7	39.4	13.0	4.8	24.8	No	Yes
Full-pay meals	217	100.0	19.9	33.2	24.6	22.3	60.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	560	100.0	49.7	31.2	9.8	9.2	19.0
Gender							
Male	301	100.0	49.0	31.3	8.5	11.2	19.7
Female	259	100.0	50.6	31.2	11.3	6.9	18.2
Racial/Ethnic Group							
White	303	100.0	35.7	34.4	15.3	14.6	29.9
African American	246	100.0	67.1	27.5	2.9	2.5	5.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	444	100.0	40.5	36.3	11.6	11.6	23.3
Disabled	116	100.0	85.6	11.7	2.7	0.0	2.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	560	100.0	49.7	31.2	9.8	9.2	19.0
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	554	100.0	49.7	31.3	9.7	9.3	19.0
Socio-Economic Status							
Subsidized meals	343	100.0	63.0	28.2	4.8	3.9	8.8
Full-pay meals	217	100.0	28.9	36.0	17.5	17.5	35.1

Social Studies							
All Students	560	100.0	46.2	38.8	8.5	6.5	15.0
Gender							
Male	301	100.0	45.6	38.8	8.2	7.5	15.6
Female	259	100.0	47.0	38.9	8.9	5.3	14.2
Racial/Ethnic Group							
White	303	100.0	32.3	45.9	11.9	9.9	21.8
African American	246	100.0	63.3	30.0	4.6	2.1	6.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	444	100.0	36.7	45.1	10.5	7.7	18.1
Disabled	116	100.0	82.9	14.4	0.9	1.8	2.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	560	100.0	46.2	38.8	8.5	6.5	15.0
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	554	100.0	46.2	38.7	8.6	6.5	15.1
Socio-Economic Status							
Subsidized meals	343	100.0	60.3	31.2	6.1	2.4	8.5
Full-pay meals	217	100.0	24.2	50.7	12.3	12.8	25.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	42.1	35.3	22.1	0.5	22.6
	7	186	100.0	31.5	53.8	12.0	2.7	14.7
	8	172	100.0	30.2	40.8	24.9	4.1	29.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	57.8	29.2	11.4	1.6	13.0
	7	174	100.0	32.4	48.8	18.8	0.0	18.8
	8	194	100.0	40.9	39.8	14.0	5.4	19.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	24.2	37.4	25.8	12.6	38.4
	7	186	100.0	29.0	41.0	13.1	16.9	30.1
	8	172	100.0	29.0	48.5	16.6	5.9	22.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	28.6	38.4	23.8	9.2	33.0
	7	174	100.0	24.7	37.6	18.2	19.4	37.6
	8	194	100.0	47.3	34.9	10.8	7.0	17.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	53.0	29.2	11.4	6.5	17.8
	7	174	100.0	38.8	37.1	10.6	13.5	24.1
	8	194	100.0	56.5	28.0	7.5	8.1	15.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	53.0	30.8	7.6	8.6	16.2
	7	174	100.0	40.0	44.1	9.4	6.5	15.9
	8	194	100.0	45.2	41.9	8.6	4.3	12.9

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 574)				
Students enrolled in high school credit courses (grades 7 & 8)	12.1%	Down from 12.9%	14.4%	15.5%
Retention rate	5.2%	Up from 3.1%	3.2%	3.0%
Attendance rate	96.0%	Up from 95.4%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.0%	Down from 12.0%	4.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.4%	Down from 10.0%	4.4%	4.6%
Eligible for gifted and talented	21.6%	Up from 21.3%	16.3%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	21.3%	Up from 16.8%	15.2%	13.6%
Older than usual for grade	5.9%	Up from 5.8%	4.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 1.4%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	54.1%	Up from 51.4%	46.3%	51.8%
Continuing contract teachers	91.9%	Down from 97.3%	80.9%	78.1%
Highly qualified teachers	81.3%	Down from 92.9%	90.1%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	6.9%	6.0%
Teachers returning from previous year	95.6%	Up from 94.0%	84.8%	85.4%
Teacher attendance rate	93.1%	Down from 95.1%	94.9%	94.9%
Average teacher salary	\$43,816	Up 2.8%	\$40,768	\$41,328
Prof. development days/teacher	8.4 days	Up from 5.1 days	11.9 days	11.5 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 22.3 to 1	21.2 to 1	21.3 to 1
Prime instructional time	87.2%	Down from 87.7%	88.8%	89.3%
Dollars spent per pupil*	\$6,413	Down 4.6%	\$5,667	\$6,022
Percent of expenditures for teacher salaries*	63.5%	Up from 59.9%	61.2%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	80.2%	Down from 89.2%	97.8%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

-Leesville Middle School had a good year in 2004-2005. Our students and staff continue with the Panther tradition, to strive for excellence, both in and out of the classroom.

In June of 2004, a group of students, community members, parents, teachers, and administrators worked diligently to rewrite our strategic plan. It is this plan that is the driving force behind our success. Also instituted this year was an early release day each week. On Wednesdays, students were released at 1:30. This allowed for our faculty to have continual staff development, both with district as well as with personnel from other schools.

Our schedule for science and social studies was revamped, with classes meeting on an alternating day schedule. This allowed for science teachers to have more time for laboratory opportunities.

The school newspaper, "The Panther Press," received "The Award of Excellence" for being one of the best middle school newspapers in the state.

Ms. Janet Hayden, seventh grade Science teacher, was named as the Lexington County School District Three "Teacher of the Year." Mr. John Stover, Industrial Technology Education teacher, was named as the SC Recycling Educator of the Year, the SC Energy Educator of the Year, and the SC State Industrial Technology Educator of the Year.

The SC State Board of Education and the SC State Department of Education also named Batesburg-Leesville Middle School a Silver Award Winner, for Academic Excellence. BLMS also had fifteen students named as SC Junior Scholars. This is a high number of Junior Scholars for a school of our size. Students also participated in a number of other projects, placing first in the state in the Solar Car competition held at SC State University, and being named a "Top School" by the March of Dimes for the Midlands.

Batesburg-Leesville Middle School students were very active in extracurricular activities. BLMS students participated in 30 different extracurricular activities. This included over 300 students.

Batesburg-Leesville Middle School still has a high percentage of students scoring in the "Below Basic" category on the PACT, and the number of students on academic plans remained about 47 percent. Plans for 2005-2006 include continuing remediation for students through PLATO learning, continuing with the alternating schedule in science and social studies, and continuing with early release on Wednesdays for staff professional development.

Batesburg-Leesville Middle School's 21st Century Community Learning Center grant (after-school program) will continue. This program served approximately sixty students during the past year. The students received help in academic disciplines, as well as other activities.

Bert Smith

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	159	70
Percent satisfied with learning environment	94.9%	66.7%	77.3%
Percent satisfied with social and physical environment	97.5%	71.9%	76.8%
Percent satisfied with school-home relations	77.5%	81.1%	53.8%

*Only students at the highest middle school grade level at this school and their parents were included.